



NYC Lab School for Collaborative Studies Student & Family Handbook



Principal's Letter to Incoming Students & Families

Dear Incoming Students and Families,

It is with great pleasure that I welcome you to what I know to be the finest High School in NYC! What a joy and privilege it is to lead in a school that attracts students, families and staff who value individual academic achievement alongside the collaborative project of soaring intellectually and acting bravely in our complex world community.

The NYC Lab School for Collaborative Studies (Lab) is an extraordinary place in which to learn and grow. We are a mission driven school; we look to the touchstones of our longstanding school philosophy to guide us:

Collaboration: we are smarter and stronger for having worked together in support of one another's learning. At Lab, students talk together about their learning experiences. We work in groups; we take collective responsibility for the quality and content of classroom discourse; we teach each other.

Compassion: we believe that educating the heart is an essential complement to educating the mind. We teach into the skills of emotional and social intelligence as we do academic skills. At Lab, we are kind and take care of each other.

Academic Rigor: every student is working to approach the next most challenging thing for her. We meet students where they are and help them to rise! We value interdisciplinary studies, project-based learning, and an integrated approach to the arts and technology. We practice writing and research across the curriculum. At Lab, we teach skills in the context of creative pedagogy.

Pluralism and Diversity: we believe that difference in and of itself is a site of learning. Lab embraces a full Inclusion program that positions special education students alongside general education students in our classrooms, almost all of which are collaboratively team-taught (ICT) and/or feature students receiving SETSS services. We know that students and adult learners alike make meaning in different ways and we look to this difference with great pride as it materializes at Lab. Here, multiple perspectives abound.

As our mission suggests, "Inspired by the power of collaboration, The Lab School challenges students to soar intellectually and to act bravely in our complex world community." I know that you will be inspired as you develop relationships with Lab's wildly wise teaching staff; as you enjoy academic kinship with your fellow students; as you read, write, research and study daily; and as you take on Lab High School as your project! We are an ever-changing community and count on you to get involved, cultivate your voice, exercise your agency, and pursue your own joy as serious students and mindful citizens of Lab and the world beyond. We are here to help and guide you.

Yours in anticipation and collaboration,

Brooke Jackson, Principal



New York City Lab School for Collaborative Studies
Social Emotional Learning Charter

We want to feel: *Balanced, Energized, Passionate, Valued, Safe, Connected, Proud, Optimistic.*

We know we are achieving these feelings when we experience and others see the following:

Balanced: We take time for ourselves (to walk outside, unplug from computer/phone, breathe, meditate, chat with a peer, listen to music, etc.)

Energized: We smile or make eye contact when we greet/ acknowledge each other.

Passionate: We care deeply: about learning, our school community and one another.

Valued: We actively listen when others speak to us. We publicly acknowledge examples of exemplary work.

Safe: We use I-messages when we communicate with each other. We assist each other when needed.

Connected: We take opportunities to support one another's learning, rather than work in isolation. We draw upon one another's areas of strength to better ourselves and our community.

Proud: We share a recent highlight that we experienced/observed in the context of our school. We create opportunities to share our interests and accomplishments with one another.

Optimistic: We believe that deep engagement and hard work yields growth and positive change.

We Will Manage Uncomfortable Feelings & Behaviors By:

- o Using I-Messages to Express Our Feelings
- o Staying Engaged
- o Speaking Our Truth
- o Allowing Ourselves to Experience Discomfort
- o Expecting and Accepting Non-Closure
- o Taking a Meta-Moment



NYC LAB SCHOOL HONOR CODE

The NYC Lab School honor code ensures that we each contribute to maintaining a safe, supportive and academically rigorous community where trust and respect govern interactions between students, teachers, staff, administration, parents and our school-community neighbors.

Honor Code:

As a member of the NYC Lab School, my words & actions will contribute toward maintaining a respectful school community.

1. I will be respectful toward all persons within our school building and our school neighborhood.
2. I will oppose all instances of academic dishonesty.
3. I will not plagiarize, lie, cheat, bully, steal, or engage in any form of verbal or physical harassment.
4. Should I witness violations to our school Honor Code, I will report these violations and/or use non-violent conflict-resolution skills to halt them.
5. I understand that I am always a representative of the NYC Lab School; as a NYC Lab School representative, I will behave honorably.

Policies for Students & Families

Instructional Schedule

Period	Time
1	8:00 - 8:30am
2	8:32 - 9:17am
3	9:20 - 10:05am
4	10:08 - 10:53am
5	10:56 - 11:42am
6- Lunch	11:43am - 12:28pm
7	12:29 - 1:14pm
8	1:17 - 2:02pm
9	2:05 - 2:50pm

Department of Education Bill of Student Rights & Discipline Code

As a New York City Public School Student, your rights and obligations have been outlined in the Bill of Student Rights & Discipline Code which is distributed to all students and taught into at the start of each school year. Our Lab School Honor Code aligns with and enhances our school's understanding of the DOE Bill of Student Rights. For more information see: <http://schools.nyc.gov/RulesPolicies/DisciplineCode/default.htm>

Carrying your Lab School Student Identification Card

It's essential that Lab HS students carry their school ID and academic programs at all times whether inside or outside of the school building during school hours. Each student will be issued an official Lab School student identification card. This ID card will be used to swipe into the building CAASS machine at the start of each day and upon re-entry into the building if you depart during lunch. Note: NYPD will, at times, stop students near subway entrances and request student Identification to ensure that students, not adults, are using student-fare MetroCards.

Reporting Absence & Lateness to the School

If you know that your child will be absent or late to school due to sickness or any other reason, please contact Lab School Community Assistant, Ms. Chanderlin Hancock to report this absence. Please be sure to state: your child's name, grade, and the reason for their absence. Please also copy your child's teachers on the email; staff email addresses can be found in this handbook and on our school website. Ms. Hancock can be reached at 212.691.6119 x 1101 or Chancock@nyclabschool.org

Students: What to do when you are absent

In each class you take, you should have a homework buddy. Each day that you are absent, you should be in contact with your homework buddy. If they do not contact you first, please contact them to find out what work you missed, and if there are any important announcements. Make a habit of checking for your homework buddy each day- if they are absent reach out to them.

When you return to school, discuss your absence with each teacher- office hours is an ideal time for this, and make a plan to get caught up. Make sure to get a copy of the class notes from your homework buddy.

Attendance & Lateness

As a collaborative school, both our individual and collective success requires the full investment of all the members of our community. For this reason, punctual attendance is mandatory. We need you here when class begins. Because being where you need to be, when you need to be there is so crucial, we are as clear as possible about what happens when you are late or absent from a class.

Our school day begins at 8:00am. The time from 8:00 to 8:30 am is an important time for students to attend Advisory, office hours, eat breakfast in the cafeteria, visit their lockers, and settle in for the day.

To support students in being timely, and to provide an opportunity for students who struggle with attendance and lateness, we will respond in the following way to unexcused lateness and absences.

Unexcused lateness to class-

- Continued pattern of student lateness will result in a teacher referral for Reflective Planning (which will occur during student lunch period). Students who do not bring lunch will be provided with lunch from our school cafeteria
- 5 latenesses to 7th period - the period after lunch -will result in the loss of out of school lunch privileges.

Unexcused absence from class - An unexcused absence is a cut. A cut is a serious infraction and will result in:

- A parent conference with the student and administration

Subsequent cuts will result in more serious consequences that will be handled on a case by case basis.

Reflective Planning: 11:43 am – 12:28 pm

A Reflective Planning session is a time for students to reflect on the actions that resulted in the session, and to develop an action plan to prevent that behavior from reoccurring. The action plan is a collaboration between the student and the supervising teacher or administrator. The goal of the action plan is to build and strengthen students' decision making skills, and to determine the best course of action to repair any harm caused by the actions that resulted in the reflective planning session. After the action plan has been

created, students will spend the remainder of their time in reflective planning quietly engaging in school work. Reflective planning is a headphone and phone free environment.

Dress Code/Student Attire

Students are expected to dress in a manner that is respectful towards our learning environment, and consistent with the values of our school charter. Students should dress in a way that makes them feel balanced, energized, and proud. Students must also dress in a way that allows for all members of our community to feel valued and safe. For these reasons, attire that features words or imagery that violate the Department of Education's Respect for All initiative will not be permitted

Students who violate this dress code will be sent to the Dean's office where they will be required to wear school-issued attire. The NYC Lab School principal or designee will make final determinations on questions of student attire.

Dress for Student Spectators at Onsite or Offsite School Functions

All student spectators are required to dress in a manner appropriate for the instructional school day. Students are not permitted to remove their clothing as an act of team spirit.

Lockers & Locker Decorum

- All students will be assigned a 3rd floor locker to hold their school-related items during the school day.
- Students are required to use their assigned locker. Lockers should not be shared with other students.
- Students are expected to have two strong padlocks with them. One lock should be used for students' primary locker. The second lock should be used for securing personal items during Phys Ed or during after-school athletics in the gym. School officials have the right to open and inspect any school locker without student permission when there is reasonable suspicion that a search will disclose evidence of illegal possessions or activity, or if students' health, welfare or safety is in jeopardy. The Lab School assumes no liability in case of theft or vandalism.
- Students are strongly encouraged to leave valuables at home. When this is not possible, students should keep important items on their person at all times.
- Celebration signs placed on lockers must be appropriate for our school's grade 9-12 learning environment.

MetroCard Distribution

Students who are qualified to receive a MetroCard will receive one during the first day of school. Students may request a replacement card in Room 329.

School Lunch/where to go during lunch time

- Lunch will be served at the Lab School Cafeteria. After eating, students may gather in: The Library (when available) or classrooms of teachers who are leading lunchtime Clubs.
- Wherever students gather to eat, they are expected to leave no trace. Let's work together to keep our school clean!

Eating Lunch outside of the school building

Students interested in leaving the Lab School building during student lunch must first

complete two essential forms: The Department of Education contact information form is required of all students—it ensures that families provide Emergency Contact information. A second form provides family permission for the student to leave our building during student lunch. Leaving the building is a privilege, not a right. It is imperative that students return from lunch on time. Students who are chronically late to 7th period class after lunch (5 occurrences of lateness to 7th period) will have their out of school lunch privileges removed.

Neighborhood/17th Street Stoops

Neighborhood and 17th Street stoops are private property. Students must respect the wishes of our neighbors by not sitting and congregating on our neighboring steps and stoops. Neighbors will call the NYPD if students are seated on the stoop or standing directly in front of their building. The NYPD has confirmed that students who are trespassing or loitering face a summons or an arrest for Disorderly Conduct. Students are welcome to sit on public benches around the neighborhood or in the adult sections of Kelly Park. The playground equipment in Kelly Park is for young children, high school students are not permitted in this area.

Students Signing Out of the Building Before Their School Day Has Ended

Students who need to leave school before their scheduled dismissal time are expected to be picked up by an authorized adult. The student and authorized adult must sign the sign-out book located in Room 329. Students may be released from school with parental permission (obtained via phone or email confirmation). Students who leave early should provide a written note of explanation to Ms. Chanderlin Hancock in Room 329. This note should clearly state the student's name, grade, time departing and destination.

Unannounced Scanning

The following text is excerpted from a letter sent to all families at the start of the school year: As part of the safety initiative for New York City Schools, on randomly selected days students may be asked to go through metal scanning machines like the kind used to screen airline passengers for the purpose of detecting weapons. These scanning devices, deployed by the New York City Police Department, will identify not only weapons but other objects that are prohibited as outlined in the Chancellor's Regulations and Citywide Standards of Discipline. These items include: blades, knives, other sharp metal, instruments, beepers, iPods, MP3 players, etc. Students who bring these items to school are subject to disciplinary measures. Procedures for use of scanning devices in our schools are contained in Chancellor's Regulation A-432 on Search and Seizure. The scanning machines will not be at our school every day. However, students must be prepared for the possibility of unannounced scanning on any day. Students must have their school photo I.D. and/or program ready and visible before entering the building. Student backpacks, as well as all metal objects (keys, belts, coins, jewelry, etc), will go through the scanner. If students place all metal objects in their backpack before reaching the scanner this will help the line to move quickly. Students who are not properly prepared for scanning may be required to go through a second, hand-held scan that will delay their arrival to their first class.

Student Visitor Policy

All visitors aged 17 and under, accompanying current Lab students to school must furnish the following at least 1 week in advance of their visit:

1. A note from the visiting student's parent/guardian stating the visitor's name, length of visit, emergency contact information
2. A note from Lab school student's parent / guardian acknowledging the visit as well as their permission. This note should contain the Lab School student's name and grade.
3. These notes should be submitted to Ms. White in room Room 329. Requests will be accommodated or denied based on a series of considerations.

Reporting to the Nurse

Students are expected to be referred to the Nurse by a teacher. Students must obtain a pass from their teacher. Students must return this signed pass to their classroom teacher when they return from the Nurse's office. Students with regularly-scheduled medical needs will meet directly with the nurse to schedule your daily check-in.

Technology in school/outside of school

It is our responsibility as a school to help you be your best academic selves: to focus singularly, to unplug, and to take a necessary break from engaging with social media that has in many cases become all consuming. After careful consideration we trust that checking your phone at the classroom door is a care-taking and necessary move.

Students found to be in possession of their phones during class time (**including in the hallways**) will have their phones confiscated and returned to them at the end of the day. Repeated instances of unauthorized phone use will result in Reflective Planning and a parent conference.

Students are permitted to use their phones during lunch and in the cafeteria during office hours so long as they are not scheduled for a class or Advisory at that time.

After-School Dismissal

To facilitate a safe and timely dismissal, students are expected to leave the school building and school block when they're done with their last class or activity. Students should not congregate on the corners of 17th street and 8th or 9th Avenues as these have been sites where student groups have been subjected to petty crimes. School staff including School Safety Agents will ensure that students do not congregate on the 17th street block.

Where to Go After 2:50pm (If You Have A Supervised After-School Program)

Students remaining in the building after their scheduled classes have ended must be part of organized school activities such as an extended class, an after-school program or team. While waiting for these programs to begin, students may work in either the school library, cafeteria, supervised classroom, or the Homework Lab.

Keeping our classrooms & public spaces clean and welcoming—Leaving No Trace

In the classroom, leaving no trace means keeping food and drinks out; it means ensuring that our desks, chairs and other supplies are clean and free from doodles or graffiti. In our hallways, Leaving No Trace means placing trash and recycling in the appropriate bins.

Statement on Recycling at Lab

Recycling containers for plastic and paper can be found throughout our school—let's use them!

Food & Open Container Drinks

Eating and/or drinking are not allowed in the library, offices, gymnasiums, or classrooms without teacher permission and supervision.

Food in Gym

In order to preserve our gymnasium, absolutely no food/drinks other than water is allowed inside the gym. After school: Students, teams and spectators who violate this policy will be reminded of the policy. After an initial warning, continued violators will be asked to leave the premises by the designated coach (and/or School Safety).

Removal from Special Events and School Trips

Principal Brooke Jackson reserves the right to remove students from participating in any special or extracurricular event if student participation may pose a health or safety threat to others. Removal from special events or extracurricular activities will only be imposed as reinforcement of, not in place of, other school-based guidance and disciplinary responses.

Having A Positive Digital/Online Identity

In our ever-changing digital/online world, having a positive digital/online identity is essential. Our advice: be respectful of others. Do not post images or write words that you would not want read, in school, by your friends, parents, teachers or other school community members! While we're not seeking to observe your online, digital or personal communication, the school will become involved when such matters carry into our instructional and community space. For more information about ensuring online/offline safety, see the cyber-bullying link from "Stop Bullying Now," a site created by the Health Resources and Services Administration of the US Department of Health and Human Services <http://www.stopbullying.gov/>. Also see the resources at Common Sense Media: <https://www.common Sense Media.org/cyberbullying>

Sex Education

Issues dealing with sex education, venereal disease and AIDS are included in Lab's health curriculum and during our HIV/AIDS Action Day. Upon written request, all students may be excused from these activities when these topics are discussed. Students who have specific questions related to sex education should see their health instructor or guidance counselor.

Tobacco-Free Environment

The NYC Lab School is committed to a healthy learning and working environment for students, staff and community members. The use of tobacco products is prohibited on all school property including our school building, school grounds, and at all school-sponsored events off campus. All instances of students seen smoking will be reported home to families.

Drug-Free School

Lab is committed to combating the use and abuse of illegal drugs and alcohol and to keeping our school free from these substances. School teachers, staff and officials are required to take action in any case involving substance use on or near the NYC Lab School or at school functions. Students who engage in the use or possession of such substances face the following:

- Principal's or Superintendent's Suspension from school
- Suspension or expulsion from co-curricular activities

- Referral to a social service agency to complete a substance abuse program
- Legal action imposed by the NYC Police Department

Yearbook Senior Quote Guidelines

Yearbooks are intended to serve as keepsakes for the entire school community. Seniors have the opportunity to write parting statements to accompany their photos: these words should be appropriate for all readers. As with all student-publications, the Lab School yearbook advisors and/or school leadership reserve the right to edit any language that is explicitly or implicitly offensive. Disciplinary action and guidance intervention will take place if students intentionally write offensive quotes.

Graffiti/Tagging/Intentional Damage to School Books or Property

Will result in in-school disciplinary action and/or guidance intervention. Lost or damaged textbook needs to be replaced in full.

Off-Limit Areas

Students are not allowed to enter any unsupervised room including classrooms, the auditorium, the gym, the library, the cafeteria or school offices.

Bicycles, Skateboards, Scooters

Students who travel to & from school on Bicycles, Skateboards or Scooters are responsible for securing these items. Additionally, to ensure student safety, students are not allowed to use these items during their school lunch period.

School Safety Agents (SSAs)

School Safety Agents are present in every NYC Public School. Their role is to ensure the overall safety of every student, staff members and guest within our school building. They are employees of the NYC Police Department. When Lab School representatives have any questions regarding law enforcement within our building and school community we rely on the knowledge and skills of the SSAs.

Student Rights when stopped by NYPD and/or School Safety Agents

It is essential that you know and understand your rights related to being stopped by the NYPD, and School Safety Agents. We encourage all students to read The New York Civil Liberties Union guide to knowing your rights:

<<http://www.nyclu.org/knowyourrights#stopped>>.

School Aides, Office Personnel, Cafeteria Personnel & Custodians

School Aides, Office Personnel, Cafeteria Personnel & Custodians are essential and valued members of our school community. Their work keeps our school operating smoothly. Say hello and introduce yourself to staff members who you see but may not know. Remember: we are all members of the Lab School community.

Discriminatory remarks & actions, in person or via interactive technology

Physical and verbal bullying that attacks another student or staff member's dignity is a violation of the Department of Education Discipline Code and Respect for All initiative. Such remarks or actions include but are not limited to bias due to someone's race, culture, gender, learning style, family income, sexual orientation, religion or physical appearance. Any such action will result in a firm school response from the Principal's office, Dean's office and Guidance Department. Students who engage in such actions face formal discipline &

mandated counseling.

Shared Space Within Our Building

Three Schools and a Community Based Organization are housed in our building, the O. Henry Learning Complex. In general, our building's layout includes:

Floor 4: Lab Middle School

Floor 3: Lab High School

Floor 2: NYC Museum School

Floor 1: UFT lounge; counseling office, Physical Education classroom, Lab HS PA office, Nurses Office, Campus Cafeteria, Campus Auditorium, Campus Gymnasium, Therapy Rooms, Custodial Offices, Campus Library.

Student Sign-Out/Sign-In Log:

Students leaving their class during regular-class-time must use that classroom's sign-out/sign-in log and carry the class Hall Pass. This will allow school staff to know that a student has permission to leave their assigned class. Students seeking to visit the bathroom or a water fountain during class must:

- Obtain their teacher's permission
- Sign their classroom sign-out/sign-in log
- Use the designated Hall Pass
- Students seeking non-urgent medical attention during class time must obtain a nurse's pass from their teacher.
- Late passes must be issued by teachers who are knowingly sending students late to their following class.
- Students must be present for the first five minutes of class to account for attendance and the period's instructional aim; students must be present for the final five minutes of class to participate in class closure and reflection.

Book & Instructional Supply Inventory and Management

Lab-owned resources such as books and supplies have been purchased for the instructional benefit of current and future Lab School students.

We expect that Lab-owned books and supplies will be returned in good condition.

All students are expected to return books and supplies at the end of Semester 1 or the end of Semester 2. Exact return dates will be announced during the school year.

Note: Any lost or damaged textbook or Lab-owned instructional supply, such as a calculator, needs to be replaced in full.

The Business office will hold students' Final Report Cards/12th Grade Diplomas and begin processing student payment for all books/supplies that are unreturned or damaged by the final day of instruction.

School to Family Communication Systems

NYC Lab School Web Site <<http://www.nyclabschool.org/>>

Our official school website is your source for the latest information related to NYC Lab School academics and co-curricular activities. For citywide information from the NYC Department of Education, see: <http://schools.nyc.gov/>

JupiterGrades

This online gradebook system is used to ensure that students, families, and teacher teams are regularly informed of student progress in their courses. All students and parents/families are provided with JupiterGrades log on information. We rely on Jupitergrades as our primary means of distributing information and communicating with students and families.

Teachers Communicating with Families

We encourage every student to see their teacher directly if ever they have questions related to course content, procedures or expectations. For students and parents who seek to communicate via email, we expect that all teachers will adhere to a 24-hour response-time to emails on school days. Unless you're dealing with a true emergency, please allow teachers and staff members this window of time before contacting other staff members.

Report Cards & Transcripts

All Lab School courses are one semester long. Each course features periodic report cards and a final transcript grade at the end of each semester.

Curriculum & Instruction

Habits of Lab Learners

This school-wide rubric allows us to explicitly teach into the academic, social & emotional learning components of our school's collaborative mission.

The Habits of Lab Learners Spotlight Student Award (HOLLSSA!)

The Habits of Lab Learner's Spotlight Student Award (HOLLSSA!) is an honor bestowed upon 6 students per grade during each academic year. In alignment with the 2nd, 3rd and 4th student grade assemblies of the year teachers are asked to nominate recipients (two students per grade) for a HOLLSSA. Students qualify as recipients of the Habits of Lab Learner's Spotlight Student Award by serving as exemplars of an individual Habit or as overall exemplars of our Lab School Mission of "soaring intellectually and acting bravely in our complex world community."

Course Curriculum Letters

Students and families receive course curriculum guides that name Essential Questions; Texts Consumed and Produced; and other key information to ensure that students have a clear overview of a course's scope and sequence of instruction and assessment. Our courses align with the New York State Standards and the Habits of Lab Learners.

Student Reflection

Every year students engage in regular, school wide, reflective writing prompts. The goals of engaging in this process are to A) Help students reflect and set-goals; B) Anchor teachers in their assessment of where students are with their understanding and skills, where they need to go, and what will help them get there; C) Celebrate student achievement of content understandings and skills development. Each semester will feature a school-wide Academic Expo.

Special Education Programs

Lab embraces a full Inclusion program that positions special education students alongside general education students in our classrooms.

Standardized Exams

When there is a standardized exam (Regents, AP) associated with a course, teachers are expected to:

- Prepare students so that they feel confident with the content and skills assessed for on these exams.
- Provide opportunities for students to practice these skills and demonstrate content understanding.
- Provide opportunities for students to conduct practice exams to ensure students' comfort with the content and format of exam directions.

All students are required to take New York State Regents exams. Students enrolled in AP courses are encouraged to take the correlative AP exams. In Regents courses, the Regents Exam functions as the final exam and also appears discretely on the transcript.

Information about standardized exams used for college admissions can be found through

the College Board website: <https://www.collegeboard.org/> and from the ACT Exam Website: <http://www.actstudent.org/>

Grading Policies

Our school-wide grade derivation formula ensures that every course has an aligned grading system:

1. Habits of Lab Learners (HoLL) 15%

In this category students will be evaluated on their citizenship and process. Items that teachers may incorporate into this category may include: Metacognitive Journal, class based-reflections, attendance/timeliness to class, and timeliness of assignments. The breakdown will be explained in each course's curriculum letter.

2. Final 15%

At the end of each semester, students will complete a cumulative final. The final is an opportunity for students to demonstrate mastery of the semester's work. In the spring semester, courses that terminate in a Regents exam will use the Regents as the final exam. Final exams can be weighed at 15% or 33% - whichever outcome most benefits the individual student.

3. Coursework 70%

Items in this category may be formative or summative. Formative work builds students' knowledge and provides them and their instructors with data points to check for their understanding of the content. Summative assessments are students' opportunity to demonstrate mastery of the curriculum. Summative assessments normally come at the end of a unit, in the form of an exam, research paper, essay, or project. How each teacher breaks down the 70% will be explained in each course's curriculum letter.

Revision

Students are encouraged to revisit work with the goal of mastering a skill or concept. Not all work is appropriate for revision. Work that should be revised will vary across content areas and courses. Curriculum letters will make clear what work can be revised and why that work is appropriate for revision. Curriculum letters will also explain how the revision process is handled in terms of timeline, setting, and grade implications.

Classroom Matters

Students will receive meaningful and timely feedback about the work they've produced. To ensure curricular relevance, formative assessments should be returned within 1-3 days and summative assessments should be returned within two weeks.

Students who have an excused absence must be given the opportunity to make up tests and major projects prior to the completion of the unit for which these assessments are linked.

Students may not fail courses based on attendance alone. Students and families will be contacted if there is a sudden change in a student's performance. Final grades will appear on students' transcripts.

Academic Integrity

According to the NYC Department of Education, scholastic dishonesty includes but is not limited to: cheating, plagiarizing and colluding with others. It is considered disruptive behavior. All instances of scholastic dishonesty will be met with a range of possible disciplinary consequences in addition to guidance interventions.

Late Assignments

Late work will be accepted within a unit. Each teacher determines if a grading penalty for lateness is appropriate. Some teachers evaluate timeliness separately from skills and understanding, while other teachers deduct a 10% penalty for all late work. Curriculum letters will detail the late work policy in each class. Late work policies will never result in a failing grade on work that otherwise would be passing.

Enrichment Assignments

In line with our commitment to differentiated instruction, individual students may be invited to or may be expected to engage in enrichment assignments above and beyond the standard curriculum.

Credit Recovery

Students may be afforded the opportunity to recover course credits through guided study and/or summer school. Credit recovery doesn't supplant attendance and participation in one's regularly scheduled courses.

Student Teachers

Lab is a teaching and collaborative school; student teachers are part of our culture. As Lab School's primary instructors, Lab teachers carefully monitor and oversee their student teachers' curriculum design, implementation and assessment.

Testing

Exam Review Sessions: LAB offers Regents & AP exam review sessions. Students and families will be notified of the schedule in advance.

AP Exam Fees and Fee Waivers: AP exams are created and monitored by the College Board. Students enrolled in AP courses will be required to pay the published exam fee. Students with reduced or free lunch status will receive fee waivers.

Social Emotional Learning

Social & Emotional Learning, known as SEL, is an integral part of education at Lab. SEL is essentially the process of developing social and emotional skills in the context of a safe, caring, well-managed, and engaging learning environment. It is the deliberate school-wide and classroom reinforcement of the following skills and attitudes:

- Self Awareness: Recognizing one’s emotions and values as well as one’s strengths and limitations.
- Self Management: Managing one’s emotions and behaviors to achieve one’s goals.
- Social Awareness: Caring about and respecting others; demonstrating one’s understanding and empathy for others.
- Relationship Skills: Forming positive relationships, working collaboratively and dealing effectively with conflict

As teachers and staff, we understand our responsibility to every student and family. Underlying this approach is the recognition that students will care more about learning if they feel they are cared for as individuals. We are committed to a broad definition of intelligence, which, in addition to high academic expectations, includes the development of social and emotional skills.

The RULER Approach to Social & Emotional Learning: <http://therulerapproach.org/>

RULER

- Recognize Emotion
- Understand Emotion
- Label Emotion
- Express Emotion
- Regulate Emotion

The Anchors of Emotional Literacy: As a first step to implementing **The RULER Approach**, we have created the Lab School SEL Charter. It identifies how we to feel while at Lab along with methods for creating and sustaining a positive climate. It also provides guidelines for handling uncomfortable feelings and conflict.

The Mood Meter: Helps individuals to identify their feelings accurately. Rooted in decades of research, it involves the use of multiple senses to build emotional awareness. The two axes of the **Mood Meter** correspond with two of the primary components of emotions and moods—feeling (ranging from unpleasant to pleasant) and energy (ranging from low to high). Basic activities develop skills in recognizing and labeling feelings; advanced activities develop skills in understanding, expressing, and regulating emotions.

Emotions are adaptive when the information they provide is attended to, interpreted, understood, and managed effectively. **Meta-Moments** are a process that children and adults learn to help them expand the “space in time” between an emotional trigger and a response. Strategies are developed to improve everyone’s reflective practices and problem solving skills so they can respond effectively to life’s many emotional experiences. Finally, we use the **BluePrint** to help us resolve conflicts through a process that is collaborative, equitable and designed to foster empathy through understanding.

Steps of the Meta-Moment

1. *Something Happens*: You are triggered by something real or imagined (thought, person, place, event).
2. *Sense*: You notice shifts in how you are thinking (“Nothing goes right for me”); how your body feels on the inside (racing heart, fast breathing); your facial expressions, body language and vocal tones (furrowed eyebrows, clenched fist, scream)
3. *Stop*: You pause and breathe to avoid responding in an unhelpful manner.
4. *See Your Best Self*: You imagine your best self, which aids in choosing an effective strategy (and avoiding an ineffective one).

The RULER Approach to Social & Emotional Learning

RULER

- Recognizing Emotion
- Understanding Emotion
- Labeling Emotion
- Expressing Emotion
- Regulating Emotion

Blueprint: Describe: What was the situation, circumstance or problem?

Emotional Literacy Skill	Me	Other Person
Recognize & Label	How did I feel?	How did __ feel
Understand	What caused my feelings?	What caused __’s feelings?
Express & Regulate	How did I express and regulate my feelings?	How did __ express and regulate his/her feelings?

Growth Mindset

Part of our SEL work includes teaching the concept that we should strive to foster and cultivate a growth mindset.

Mindset is a simple idea discovered by world-renowned Stanford University psychologist Carol Dweck in decades of research on achievement and success—a simple idea that makes all the difference.

In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort. They're wrong.

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities.

For more information, please visit: <http://mindsetonline.com/whatisit/about/>

Related Article: <http://www.theatlantic.com/education/archive/2015/06/the-s-word/397205/>

SEL in Disciplinary Matters

At the Lab school a commitment to Social-Emotional learning is at the core of our approach to discipline. In all disciplinary matters we will:

- Take the necessary steps to make sure that all members of our community are safe
- Provide students with the opportunity to reflect on their actions
- Teach students how to make better decisions/develop conflict resolution skills
- Ensure that students repair any harm they have done.

Looking Back

What happened?	
Why did it happen?	
How was my community affected?	
How did the person/people affected feel?	
How was I affected?	
How did I feel?	

Looking Forward

How can I address what happened? <ul style="list-style-type: none">• What needs to be said?• What needs to be done?	
What steps can I take to prevent this from happening again?	
What challenges might I face in changing my behavior?	
What 3 people can support me in changing my behavior?	

Student Support Services

Guidance Services

Guidance counselors facilitate communication between teachers, grade teams, other pupil personnel team members, and families. The aim of this model is to provide a sense of continuity for students, parents, and staff. Also, we hope to provide more opportunities for proactive social/emotional work with students. Our Director of College Counseling will handle all aspects of the college application process.

Instructional Connection: The guidance department works to support students academically, socially and emotionally. We provide an outlet for all students. In order to develop and maintain well adjusted, successful students, we interact with students, families & colleagues in a multitude of ways. We provide:

- ◆ A safe space for students & staff
- ◆ Group counseling sessions
- ◆ Academic counseling/transcript review
- ◆ College counseling /advisement
- ◆ Communication with parents
- ◆ Referrals to outside agencies, supports for students & parents
- ◆ Crisis counseling
- ◆ Conflict mediation
- ◆ Reports of suspicion of child abuse
- ◆ Individual mandated counseling

Who We Are:

- Christina White: Assistant Principal
- John Ngai: Guidance Counselor
- Jennifer Schatz: Guidance Counselor
- Nicole Israel: Guidance Counselor
- Kay Rothman: Director of College Counseling

Confidentiality

Information shared by students with guidance counselors is confidential. In order to maintain a trusting relationship, we may not be able to disclose certain information that students have shared. We facilitate grade team meetings to maintain a steady flow of communication between students, families and teachers.

Advisory Sites:

- 9th Grade: Peer Advisory & Freshman Seminar
- 10th Grade: Sophomore Seminar
- 11th Grade: Junior Seminar
- 12th Grade: Senior Seminar

College Office

College advising begins in 11th grade with an assessment of the students' goals and aspirations for life after Lab. Meetings with the college advisor, exploring college options, writing preliminary essays and visits with college reps begin at this time. In 12th grade college exploration becomes a thorough academic inquiry resulting in application to colleges that best "fit" each student.

The college process is a research project, much like the inquiry- based learning our students encounter in their academic courses at Lab. Together we explore the essential questions underlying the decision as to which colleges are a good match for each student. We consider each student's hopes and dreams as well as strengths and struggles.

Freshman and sophomore families will be directed to our school website nyclabschool.org to access a four year college process timeline, as well as resources on a variety of topics about college. The Director of College Counseling, Kay Rothman, will also meet with parents for Q&A sessions concerning college. Financial Aid meetings will be held in the evening to assist families in learning about college costs. Freshman and sophomore families will also be assisted in making decisions about standardized tests.

In February, the college search begins in earnest with the Junior Family College Night, after which Ms. Rothman meets with each family individually to get to know the student, their family, and discuss college choices. Additionally, beginning in the spring semester of the junior year, Ms. Rothman and Ms. Israel (a member of the college counseling team) meet with all juniors on a weekly basis to educate students about all facets of the college process. Using the website Naviance, students begin to create a list of colleges to which they will apply.

Throughout the fall of 12th grade students prepare their applications to college. Ms. Rothman and Ms. Israel will meet with all seniors once or twice weekly during their Senior year in order to complete the process, including writing essays and filling out forms. Seniors and their families are also supported in filling out financial aid forms, making the choice about which college to attend, handling waiting lists and understanding financial aid packages.

Graduation Requirements: For an updated list of New York State Graduation Requirements, see the NYC Department of Education Graduation Requirements:
<https://www.schools.nyc.gov/school-life/rules-for-students/graduation-requirements>

These requirements are reviewed with students during grade-wide assemblies.

Special Education Services

Lab embraces a full inclusion program that positions special education students alongside general education students in our classrooms, almost all of which are collaboratively team-taught (ICT) and/or feature students receiving SETSS services. We are also proud to be an ASD Nest school. ASD Nest is a reduced class size integrated co-teaching (ICT) class setting in a community school for high functioning students with autism.

Our services are designed to be flexible, helping students to remain in the general education classroom and utilize the combined expertise of both the general and special education teacher. They may be provided within the general education classroom or in a separate location.

Integrated Co-Teaching (ICT) classrooms include students with disabilities and students who are non-disabled who are educated together with two teachers, a general education teacher and a special education teacher. The teachers work together and collaborate throughout the day to adapt and modify instruction for your child and make sure the entire class has access to the general education curriculum.

ICT may be provided on a full-time or part-time basis. The periods of ICT must be specified on your child's IEP, along with the content areas of instruction (for example mathematics) in which he or she will receive the services. The number of students with disabilities may not exceed 40% of the total class register or a maximum of twelve students with disabilities in an ICT class.

Special Education Teacher Support Services (SETSS) are specially designed and/or supplemental instruction provided by a special education teacher. These services help your child stay in the general education classroom while receiving services from a special education teacher.

The special education teacher may work directly with your child to support participation in a general education classroom and provide direct specially designed and/or supplemental instruction to your child. This may include adapting the content being taught or using different instructional methods such as visual aids, highlighted work sheets and simplified directions (this is called "**direct**" instruction).

The special education teacher may also work with your child's general education teacher to adjust the learning environment and/ methods to meet your child's individual needs (this is called "**indirect**" instruction).

SETSS may be provided in the general education classroom, or in a separate location outside of the general education classroom or in any combination of general education classroom and a separate location.

Source: "Family Guide to Special Education Services for School Age Children". The Family Guide and other key documents regarding the rights of families and students with disabilities can be found here: <https://www.schools.nyc.gov/special-education/school-settings/district-schools>

Community Service: A Lab School Graduation Requirement

Introduction

In living our Lab School Mission—challenging students to soar intellectually and to act bravely in our complex world community—All Lab School students are required to complete 54 hours of community service. By applying your time, energy and skills toward addressing real needs in our community, we believe that you will deepen your understanding of the world’s interdependent structure and the impact that you, as an individual, can make toward improving our community.

Documenting Your Community Service:

It’s essential that all students document their ongoing completion of Community Service. See your guidance counselor for the Service Hours Worksheet.

Extracurricular Activities & PSAL Athletics

Clubs

All clubs, while student-generated and led, must be supervised by a Lab faculty member who will serve as the club's advisor. Clubs must have a regular meeting time & place that work with the advisor's schedule. The advisor must be present for the meetings.

Students who are interested in starting a club should see the coordinator of student activities (COSA.) Students who are interested in joining a club list should review the club list published by student government. Students can also learn more about clubs during the fall club fair.

Athletics

PSAL & Club Sports at NYC: Please see the Lab School website for the latest information about LMU PSAL and Lab School club sports. For information directly from the Public School Athletic League, see PSAL.org and visit our team's page: Lab-Museum United.

Lab Spirit: Lab's School Colors are: Green & White

Our School Mascot: Symbol of the legendary urban myth, the Lab School/LMU Sports Team Mascot is The Gator. Go Gators!

Academic Eligibility for PSAL

Lab follows the PSAL Guidelines. <http://www.psal.org/info/eligibility.aspx>

Daily eligibility for games and performances

Students who are marked absent for the day or who cut a class will not be eligible to participate in the next scheduled game/performance.

Students in danger of failing

Students who are participating in PSAL or LTC with any course grade below a 70 must have an action plan to ensure they maintain a passing grade in those classes. The coach/director must agree to the plan, and the student must provide documentation that they are adhering to the plan. Resources that can be used in creating this plan include- peer tutoring, homework lab, or office hours.

Winter Sports Day and Spring Field Day

Sports and Field Days are a long-standing Lab School Tradition. In December, the whole school gathers in the gym for an Olympic-games style competition across the grades. Grade wide spirit and collaboration are assessed. On Spring Field Day, Lab travels to Central Park for a day of play near the great-lawn.



How Attendance-Taking Works Within The NYC Department of Education & The NYC Lab School

Vocabulary

Daily Attendance: This attendance is taken each day, during Period 3, to confirm that your child is present at school

Period Attendance: This attendance is taken during each instructional period to confirm your child's presence in class.

Jupitergrades Attendance: Teachers may use Jupitergrades as a way of tracking student attendance. This is an internal gradebook mechanism. You have access to Jupitergrades and may have questions about what you see denoted. Please direct all such inquiries to the specific teacher.

CAASS Swipe Machine: Students swipe into the CAASS ID-card system upon entry into our building. This is a safety mechanism to ensure that building-entry is limited to currently-enrolled students.

Automated Phone Calls To Communicate Absence During Daily Attendance

We use automated phone-call technologies to communicate with families if a child is marked absent on either daily attendance. Automated phone calls are sent to the phone number that families have provided as their home number.

Carrying your student ID and Program with You

Lab School students are expected to carry their official school identification cards with them each day so that they may swipe into the CAASS system. A secondary reason why we ask for students to carry their ID cards is so that students may verify their enrollment in our school if they are stopped by NYPD officers. We also expect for students to carry their official school programs with them so that they can prove the start and end-time of their day.

Habits of Lab Learners									
<i>Achieving Goals Through Inquiry and Collaboration</i>									
To make meaning and create deep understanding. Lab learners develop Habits of...	Questioning/ Being Curious	Observing Closely	Thinking Flexibly/ Seeing Multiple Perspectives	Tolerating Ambiguity	Persisting	Reflecting	Connecting	Taking Responsible Risks	Collaborating
	Philosophy Behind Habits	Promotes authentic inquiry; actively following your interests and passions, meaningful engagement, living the questions. Allows us to value process, not just product.	Enhances awareness of details in the environments we inhabit; honors multiple intelligences and diverse expressions of learning—visual, vocal, auditory, etc.	Sparks imagination, originality, innovation, creative thinking.	Allows us to dwell in uncertainties of process & not just rush to a "product;" enables us to take on increasingly challenging tasks.	Sustains inquiry and meaning-making; important for seeing tasks through, overcoming self-doubt and other obstacles; tolerating frustration in order to meet goals.	Personalizes our learning experience; metacognition helps us become more successful learners.	Recognizes that knowledge is interdisciplinary and interdependent; helps us reinforce and synthesize learning.	Encourages students to move beyond comfort zones by problem-solving in creative, innovative ways.
Examples of how Habits manifest academically	Wondering, questioning, problem finding, thinking/acting independently to pursue interests through reading, discussion or diverse activities	Using all senses to take on information from our world; going beyond superficial descriptions or explanations to construct meaning with rich detail and in diverse media.	Challenging assumptions and received ideas, probing, questioning, seeking new and varied ways of looking at things; rethinking what appears to be "obvious," thinking beyond "either-or" dichotomies.	Engaging with challenging tasks, problems or questions that may be ambiguous or not readily resolved; allowing for uncertainty as discoveries occur, including in the unfolding processes of reading and writing.	Willing and able to hold on to a goal even as we make mistakes, confront obstacles, adjust strategies and keep trying.	Noting HOW I'm thinking when exploring a topic, responding to a situation, or solving a problem.	Applying past knowledge to new situations, recognizing patterns and creating new ones, thinking holistically, i.e. both rationally and metaphorically.	Approaching tasks in unexpected ways, engaging multiple intelligences, thinking independently, creating opportunities to express their learning in a variety of ways.	Collaborating with peers or community members on learning activities; evidence of a dialectic between teachers and students during the Lab journey.

To make meaning and create deep understanding. Lab learners develop Habits of...	Questioning/ Being Curious	Observing Closely	Thinking Flexibly/ Seeing Multiple Perspectives	Tolerating Ambiguity	Persisting	Reflecting	Connecting	Taking Responsible Risks	Collaborating
Examples of how Habits manifest in social and emotional competencies (such as Self-awareness; Self-management; Social awareness; Relationship skills; Responsible decision-making)	Students have opportunities to foster their natural curiosity about self & others, to recognize, identify and analyze their feelings and question how our feelings impact others.	Students can identify their interests, strengths, values and emotions, and the factors that cause their emotions. They can identify others' feelings from a variety of cues, and evaluate their own ability to empathize.	Students recognize & appreciate individual and group similarities/differences. Through seeing, airing and engaging with diverse points of view, they can empathize with others.	Students recognize their own uncertainties and ambiguity; they can expect and tolerate non-closure while continuing to move towards a resolution. Students can regulate emotions to handle stress, control impulses and persevere in overcoming obstacles; they can identify strategies & resources for setting & achieving long-term goals.	Students can assess their feelings and moods, and articulate their patterns of thought. They can evaluate their uses of communication skills, and understand that how they express their feelings can affect others.	Students find commonalities, establish and maintain healthy peer relationships, manage & resolve conflict, and engage fully and with focus in learning situations.	Students "risk" independent thinking & actions to resist negative peer pressures. They show a spirit of mutual support & compassion, recognizing that all learners undergo academic & social risks & challenges.	Students demonstrate cooperation and teamwork in promoting group goals; they give constructive, respectful feedback about each other's work. Students contribute to the well-being of school and community.	
	Examples of how Habits connect to facets of Understanding by Design (UbD)	Explanation: Students apply inference about "how, why, what does it mean?" as they build understanding, offering systemic theories and illustrations which provide knowledgeable and justified accounts of events, actions and ideas.	Interpretation: Students transform perceptions & understandings to make meaning; interpretations & narratives test accounts of data, texts or experience which may be inherently ambiguous. Perspective: Students think more critically and insightfully by looking at familiar ideas in a new light or from different vantage points. Empathy: Students' openness to views different from their own promotes the ability to get inside another person's feelings and worldview.	Self Knowledge: Students think beyond and are able to articulate beyond "either-or" dichotomies, showing the wisdom to know one's ignorance and how one's patterns of thought and action inform, as well as prejudice understanding.	Application: Students use knowledge effectively in new situations and diverse, realistic contexts, demonstrating the ability to accomplish tasks successfully while negotiating different constraints, social contexts purposes and audiences.				